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THE UNIVERSITY OF ALBERTA

AN INVESTIGATION OF THE EFFECT OF TRANSFORMATIONAL
AND STRUCTURAL GRAMMAR ON THE WRITING
OF GRADE SEVEN STUDENTS

by

June Audrey Mavis Carnine



A THESIS

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The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Investigation of the Effect of Transformational and Structural Grammar on the Writing of Grade Seven Students" submitted by June Audrey Mavis Carnine in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

This investigation was an attempt to determine the comparative effectiveness of the teaching of transformational-generative grammar and structural grammar on the writing of grade seven students. This study also attempted to determine whether such factors as ethnic origin, mental ability and sex had any effect on the students' ability to apply these two grammatical approaches to their writing.

Two heterogenous groups of students, an experimental and a control group, were given a pre-test designed to measure mastery of a segment of grammar (verbs, particles used as adverbs, and prepositions). The experimental group was taught using a transformational-generative theoretical deductive model while the control group was taught the same content using a structural theoretical inductive model. At the conclusion of the six lessons a post test which measured mastery of the same segment of grammar was administered to both groups.

The results of the pre-test and post test revealed no significant difference in mean scores between the two groups of students when each group was taught using a different conceptual model. However, students of German ethnic origin showed significant improvement in mean scores in both the experimental (beyond the .05 level) and control group (beyond the .01 level). There was

no positive correlation between intelligence as measured by the Lorge-Thorndike Test and the increment of learning for either the experimental or control group. The increment of learning as measured by the difference in mean scores was significant (beyond the .005 level) for the female experimental group and highly significant (beyond the .0005 level) for the female control group. The increment of learning for males, measured again by differences in mean scores was highly significant (beyond the .0005 level) for the control group, but was not significant for the male experimental group.

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Finally, I am indebted to the junior high school students I have taught during the past few years whose application of grammatical concepts to their writing convinced me of the need for this study.

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CHAPTER I

INTRODUCTION

I. NEED FOR THIS STUDY

Until recently, the study of traditional English grammar was considered basic to language programs in junior and senior high school. In the preface to the Ontario High School English Grammar, a text prescribed by a number of provinces for use in Canadian schools, this statement appeared, "... and at the present time greater attention is being paid to the application of the rules of grammar to written and spoken English than formerly."¹ No one questioned the assumption that a knowledge of the rules formulated by the traditional grammarians resulted in more correct speech and writing habits. The following statement in Chapter I of the same text emphasized the position taken by the traditional grammarians:

For any High School student, ... the task of learning to speak and write good English is not impossible. He must first learn to distinguish between correct and incorrect forms; and ... become familiar with the rules of correct usage through the study of English Grammar. The student who has mastered these rules ... will know whether his sentences are properly constructed, whether the verb agrees with the subject, whether he is using the proper forms of the pronoun, whether the sense requires an adjective or an adverb — in short, when his speech is clear, correct, and scholarly, or whether it is slovenly and ineffective.²

¹O. J. Stevenson and H. W. Kerfoot, Ontario High School Grammar (Toronto: The Canada Publishing Company, Limited, 1925), prefatory note.

²Ibid., p. 4.

However, late in the 1930's, some thoughtful educators and researchers began to question the claims of the traditional grammarians. On the other hand, most teachers and educators clung stubbornly to the assumption that correct speech and writing depended upon the mastery of the rules of traditional grammar. Thus, in 1941, Parker found that:

Many teachers consulted (particularly about the grade eight level) stated that they used their own texts and taught considerably more formal grammar than was suggested in the outline.³

Popular support for traditional grammar has continued until recently. Even as late as April 23, 1959, the Edmonton Journal quoted excerpts from an editorial in the Vancouver Province:

Grammar is not an exciting subject... But it trains young minds to think, it forces them to learn and abide by rules, it teaches them how to communicate effectively. To scrap grammar would be to scrap the philosophy that learning is a disciplining process... Grammar forms the ground rules of English. The better one knows grammar, the better one can communicate meanings to other people.

Dissatisfaction with the results of teaching prescriptive grammar led Lyman⁴ to publish a monograph giving a summary of investigations up to 1929 relative to grammar, language and composition.

³Patricia E. Parker, "A Comparison of Student Efficiency in English Grammar with That in Two Other Selected Subjects of the High School Course" (unpublished Master's thesis, The University of Alberta, Edmonton, 1941), p. 5.

⁴R. L. Lyman, Summary of Investigations Relating to Grammar, Language and Composition, Supplementary Educational Monographs, No. 36. (Chicago: The University of Chicago, 1929), pp. 23-26.

He found that there was no conclusive evidence to support the claim that competency in formal grammar resulted in competency in writing. Loban in 1947, reviewed the literature presented during the 30's and 40's and summarized the studies in the article "Studies of Language Which Assist the Teacher," published in the December, 1947, issue of the English Journal. He concludes:

Teaching systematic grammar is no substitute for teaching English usage and effective expression... Grammar will not take the place of speaking, learning, writing, and reading in situations in which the student wants successful communication.⁵

Later, in 1963, in Alberta, Howard G. Ambury⁶ surveyed the literature in the field of grammar and presented his findings in a comprehensive research thesis. He noted that numerous writers since 1940 have voiced their objections to traditional grammar. He summarized their objections as follows:

1. Formal grammar is not a true description of the English language;
2. To analyze the structure on the basis of meaning is to attack the problem the wrong way round;
3. The transfer from knowledge of grammar to the improvement of language competence has not taken place;
4. The structure of English cannot be described in terms of a highly inflected language such as Latin;

⁵Walter Loban, "Studies of Language Which Assist the Teacher," English Journal, (December, 1947), p. 523.

⁶Howard G. Ambury, "A Bibliographic Survey of Literature Concerning the Place of Grammar," (unpublished Master's thesis, The University of Alberta, Edmonton, 1964).

5. The structure of English is not logical but natural, thus formal. English grammar cannot train the mind in logical thinking;
6. Children's errors are too varied and complex to be eradicated by rules;
7. Too great emphasis on correctness inhibits the free expression of pupils;
8. The traditional analysis of sentences is an ineffectual waste of the time of pupils and teachers alike.⁷

Ambury elaborates further, saying that there is little research evidence to indicate that mastery of the rules of grammar enables students to speak and write correct English.

The questioning of researchers reported by educators such as Lyman⁸ and Loban⁹ into the effectiveness of traditional grammar was supported by the new linguistic scientists who were developing new concepts of grammar. The publication of American English Grammar by Charles Carpenter Fries in 1940, initiated an era of change in grammatical thought. His later publication, The Structure of English, in 1952, considered one of the most influential books in the history of linguistic scholarship, added impetus to the movement for change.

⁷Howard G. Ambury, "A Bibliographic Survey of Literature Concerning the Place of Grammar," The Alberta Journal of Educational Research, Vol. X, No. 4 (December, 1964), p. 223.

⁸Lyman, loc. cit.

⁹Loban, op. cit., pp. 518-24.

Paul Roberts, trained in the traditional approach to English grammar, accepted the linguistic theory presented by Fries in The Structure of English and became the leading popular exponent of the new grammar. As a result of his conversion to structural linguistics he published two books, Patterns of English in 1956, and English Sentences in 1962. Fries and especially his disciple Paul Roberts were looked upon as the main proponents of the new structural grammar. Soon other scientists, produced research and presented papers in support of the new grammar. H. A. Gleason published An Introduction to Descriptive Linguistics in 1955, revised later in 1961, followed by Linguistics and English Grammar in 1965. G. L. Trager and H. L. Smith Jr. produced An Outline of English Structure in 1957, a publication which merited seven printings, the last in 1966. Nelson Francis added to this growing list of publications The Structure of American English in 1958.

As a result of these publications, educators began to consider the possibility of developing programs based on structural grammar. However, further developments were still to come. In 1958, Noam Chomsky published Syntactic Structures, a book describing a new transformational-generative grammar, in which he presents a technical discussion of the original form. Chomsky took issue with the idea, "that a simple model of language produces sentences from left to right..." and asserted "that such fairly abstract linguistic levels as phrase

structure and transformational structure are required for the description of natural languages."¹⁰ Another point of view presented by Chomsky was:

the notion of "structural meaning" as opposed to "lexical meaning" appears to be quite suspect, and it is questionable that the grammatical devices available in language are used consistently enough so that meaning can be assigned to them directly.¹¹

Owen Thomas in his Transformational Grammar and the Teacher of English, 1965, offers the following definition:

a generative grammar is one that contains a list of symbols including — for example — English words, and a list of rules for combining symbols in various ways to produce every English sentence.¹²

Thomas found in Chomsky's theoretical model a hope for teachers of grammar. Thomas goes on to discuss the application of Chomsky's theory to the teaching of grammar. It is noteworthy that Paul Roberts in his English Syntax, 1964, moved away from his earlier structural approach and espoused Chomsky's transformation-generative grammar. Robert's book, English Syntax, was designed as a programmed approach to this grammar.

¹⁰Noam Chomsky, Syntactic Structures (second edition; The Hague, The Netherlands: Mouton and Co., Publishers, 1962), p. 106.

¹¹Ibid., p. 108.

¹²Owen Thomas, Transformational Grammar and the Teacher of English (New York: Holt, Rinehart and Winston, Inc., 1965), p. 8.

The Curriculum Branch of the Alberta Department of Education took no official notice of the new developments in the field of linguistics or of the growing body of research relating to the teaching of grammar until 1967. Then the Junior High School Language Subcommittee of the Department of Education Curriculum Branch authorized the publication of the Junior High School Curriculum Guide for Language (Interim), in which this statement appears:

There is abundant evidence to indicate that the isolated study of grammar does not necessarily result in better speaking and writing. For this reason the amount of grammar in the junior high school language program has been limited to basic items.¹³

The Subcommittee went on to say that, "no more than twenty per cent of the total time allotted to the language program should be devoted to the study of grammar."¹⁴

As a consequence of the trend toward the new grammar and the recommendations of its Subcommittee, the Department of Education, authorized for use in Alberta schools, the texts, Patterns for Writing I, II and III by Don Dashwood-Jones, a Canadian author. Since these texts are based on structural grammar, the Subcommittee also attempted to define what is meant by grammar,

¹³Junior High School Curriculum Guide for Language (Interim), Department of Education, Edmonton, Alberta, June, 1967, p. 7.

¹⁴Ibid.

First, this study will permit students to gain some insight into the structure of their language. Second, a meaningful study of the structural elements of language and sentence patterns should give students a set of terms and concepts that may help them to discuss their writing with greater economy and preciseness and may permit more efficient revision of their written work.¹⁵

Was the decision of the Alberta Department of Education's Curriculum Branch that the teaching of structural grammar best meets the needs of junior high school students the right one? Would the teaching of transformational-generative grammar be just effective or more effective? Is it possible that structural grammar may best meet the needs of some students, while transformational-generative grammar may best meet the needs of other?

II. PURPOSE OF THIS STUDY

This study was designed to attempt to answer some of the problems outlined in the preceding paragraph.

Specifically the study is concerned with the following questions:

1. Will instruction in structural grammar when compared with instruction in transformational-generative grammar show any significant differences in the improvement in the writing of grade seven students as measured by the number of errors made by these students?

¹⁵Ibid.

2. Is either one of these methods superior to the other in improving the precise expression of ideas by grade seven students?

3. Does either one of these methods hold greater promise than the other in teaching the correct use of English to students with non-English-speaking backgrounds?

4. Is the mental ability of grade seven students a factor in deciding which of the two methods should be used?

5. Will grade seven males and females respond differently to the two methods?

In an attempt to answer the above questions a study using an experimental and a control group was undertaken. A description of the organization and the procedures used in this study will follow in Chapter II.

III. STUDIES PERTINENT TO THE INVESTIGATION

Since 1960, a number of researchers have investigated the writing competence of students in elementary and secondary schools. Some of the research has been concerned with devising techniques for analyzing the difficulties students have in the precise expression of ideas. Others have tried teaching different grammars in order to determine what type of grammar has the greatest effect on students' writing. Only those studies which are related and pertinent to a study of the teaching of grammar as related to the writing of students will be considered here.

In 1952, Loban began a study with 338 kindergarten children representative of a stratified society and followed their language development until they had completed grade nine. The study sought to determine whether language development was sequential and predictable and whether "fundamental methods of analysis to aid the scientific study of children's language"¹⁶ could be developed.

Loban segmented the speech and writing of his subjects into phonological and communication units and into meaningless mazes. From communication units he developed patterns of structure the first level of which can be used in comparing grammatical structures in students' speech and writing.

It is also worth noting that after 1959, the writing of two subjects, a boy and a girl, was analyzed using the methods described by Noam Chomsky in the "Review of B. F. Skinner, Verbal Behavior."¹⁷

Loban reports that, "Not pattern but what is done to achieve flexibility within the pattern proves to be a measure of effectiveness and control of language at this level of language development."¹⁸

¹⁶Walter D. Loban, The Language of Elementary School Children (National Council of Teachers of English, Research Project, No. 1, Champaign, Illinois: National Council of Teachers of English, 1963), p. 1.

¹⁷Noam Chomsky, "Review of Skinner's Verbal Behavior," The Psychology of Language, Thought, and Instruction: A Book of Readings, John P. DeCecco, editor, (New York: Holt Rinehart and Winston Inc., 1967), pp. 325-38.

¹⁸Loban, op. cit., p. 68.

He further states on the completion of the oral aspect of his longitudinal research,

that as complexity of sentence structure and total volume of spoken language both increase, there is a more than proportional probability of difficulty with certain problems — problems of clarity and precision.¹⁹

In 1965, Hunt analyzed themes written by nine boys and nine girls in each of grades four, eight and twelve. He discovered "that older students can incorporate and consolidate more grammatical structures into a single grammatically interrelated unit. The younger students produce short separate units."²⁰ Hunt defines the unit as "one main clause expanded at any of many different points by structures that are modifiers or complements or substitutes for words in the main clause."²¹

The two studies summarized in the preceding pages investigate problems concerned with the control of language as it affects pre-school, elementary and junior high school pupils. The techniques developed by Loban and Hunt that provide models for segmenting the syntactic structures of students' writing, were of considerable

¹⁹Walter D. Loban, Problems in Oral English (National Council of Teachers of English Research Report, No. 5, Champaign, Illinois: National Council of Teachers of English, 1966), p. 52.

²⁰Kellogg Hunt, Grammatical Structures Written at Three Grade Levels (National Council of Teachers of English, Research Report, No. 3, Champaign, Illinois: National Council of Teachers of English, 1965), p. 143.

²¹Ibid., p. 141.

importance in developing the rationale for the teaching units made use of in this study. The grammatical framework used by Loban provided a pattern that assisted in the formation of the structural model designed for the unit. Hunt's finding that modifiers were significant in the expansion of clauses was one of the reasons why modifiers were included in the unit.

Menyuk examined the language responses of 159 pre-school children. She discovered that:

The complexity of children's language is not simply only related to acquisition and increased usage of more complex sentences. It is also dependent on children's ability to proceed from applications of the most general rule in the formulation of a syntactic structure to increasingly differentiating rules and then to complete ordered sets needed for the particular structure. As the structure used becomes more complex, the completed ordered sets of rules needed for their generalization become more complex.²²

Kean and Yamamoto investigated the relationship between syntactic signals and words segments to parts of speech among young children. The subjects were twenty kindergarten, twenty grade two and twenty grade four students. Six words — bluff, blur, ensor, grab, pelt, and spike, which can be used either as count nouns or as transitive verbs were selected from the list of fifteen least-used words in the Thorndike-Lorge

²²Paula Menyuk, "Alteration of Rules in Children's Grammar," Journal of Verbal Learning and Verbal Behavior, 3, (December, 1964), pp. 480-488.

list. Six brief questions were constructed containing syntactic clues signalling the grammatical membership of the words in the particular usage. Each child was presented with a number of questions and accompanying pictures in random order. The results of the study suggested that children have an adequate grammar system by the time they get to the elementary school and that they use syntactic signals to cue meanings of new words, thus expanding their grammar system.²³

These two studies bear a direct relationship to the teaching of the segment of grammar to be investigated in this thesis. Both Menyuk and Kean pointed out the importance of providing opportunities for students to build on the knowledge of their own language. Menyuk emphasized the need for children to proceed from applying general rules to applying specific rules to particular constructions. Kean pointed out that pre-school children have established sentence patterns and know general rules which can be applied to new situations. These studies were of assistance to me in preparing the oral questions for class discussion, and in structuring the sequential development of the lessons in the unit.

Brannan discovered in a survey conducted in England that 82 per

²³John M. Kean and Kaoru Yamamoto, "Grammar Signals and Assignment of Words to Parts of Speech Among Young Children: An Exploration," Journal of Verbal Learning and Verbal Behavior, 4, (August, 1965), pp. 323-326.

cent of all the mistakes made by eighty-seven boys in a secondary grammar school and seventy-four boys in a technical high school were errors in spelling, punctuation and sentence structure. He also reported that,

there was no significant differences between the means of error scores achieved by the two groups of candidates, one group (grammar school) having had a detailed study of parts of speech and of the analysis of complex and compound sentences, and the other (technical) having had little English grammar.²⁴

In 1959-60, Suggs experimented with two groups of grade eleven students at Avon Park, Florida. The experimental group was taught using Robert's Patterns of English, while the control group was taught using traditional grammar. The Effectiveness of Expressions Test was administered to both groups at the beginning and the end of the experiment. Suggs found that the control group's improvement was only 70.5 per cent of that of the experimental group. On a second pre-test and post test — the Cooperative Sequential Tests of Educational Progress — it was found that the standard error of the differences between the means of the experimental group over the control group yielded a critical ratio of 2.66 which was significant at the .01 level. Suggs concludes:

²⁴D. M. Brannan, "A Comparison of the Errors Made by Grammar and Technical School Pupils in Alternate Papers in G.C.E. English Language," British Journal of Educational Psychology, (February, 1966), pp. 106-109.

From the results obtained in this study it seems quite safe to conclude that ... instruction in the English language according to the principles of linguistic science is superior to traditional grammar and its practical application to writing.²⁵

White investigated the effects of teaching structural grammar, traditional grammar or no grammar, on the writing of grade seven students. The experimental group studied structural grammar, concentrating most of its attention on the four form classes. Control group I studied traditional grammar, nouns, verbs, adjectives, adverbs, while control group II used the fifty minutes assigned to instruction for free reading. The experimental group scored higher, the results being significant at the .05 level when measured by Step Writing Tests. This led White to conclude that teaching introductory material from structural grammar has a greater effect on writing than does the teaching of traditional grammar or does the total absence of grammar.²⁶

Bateman and Zidonis sought to measure the effect that the teaching of a transformational-generative grammar had upon the writing of ninth and tenth graders. Fifty pupils were assigned randomly to two groups. The two groups studied the regular curriculum, but the experimental group studied materials especially adapted by the in-

²⁵Lena R. Suggs, "Structural Grammar versus Traditional Grammar in Influencing Writing," English Journal, (March, 1961), pp. 174-78.

²⁶Robert H. White, "The Effect of Structural Linguistics on Improving English Composition Compared to That of Prescriptive Grammar or the Absence of Grammar Instruction," (unpublished doctoral dissertation, University of Arizona, 1964).

investigators from the area of generative grammar. Each student produced twelve pieces of writing, six during the first three months of the first year and six during the last three months of the second year. The writing was analyzed according to forty-six transformational rules which identified the grammatical operations that each sentence in the sample reflected. The sentences were evaluated by a Structural Complexity Score (SCS), a means of tabulating the kernel sentence plus the number of transformations it contains and a Proportion of Well-Formed Sentences score (PWF), found by dividing the total number of sentences into the number of well-formed sentences and an Error Change Score (ECS) that classified five types of errors or grammatical misoperations. The results indicated that though the experimental group produced more well-formed sentences and fewer errors than did the control group, the differences were not statistically significant.²⁷

Brannan, Suggs, White, Bateman and Zidonis have explored different methods of teaching grammar. Each of the researchers have compared the results of teaching units of grammar and their effects on students' writing. Brannan found that neither the group taught traditional grammar nor the group taught no grammar had significantly

²⁷Donald R. Bateman and Frank J. Zidonis, The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders (National Council of Teachers of English, Research Report, No. 6, Champaign, Illinois: National Council of Teachers of English, 1966), p. 39.

improved. Suggs concluded that instruction in structural grammar was superior to instruction in traditional grammar. White, also concluded that instruction in structural grammar was superior to instruction in traditional grammar or no grammar instruction. Bateman and Zidonis discovered that students' writing improved, — more well-formed sentences and fewer errors, when taught transformational-generative grammar, but improved little when taught traditional grammar. These studies are pertinent to this investigation since all are concerned with the relationship between the teaching of various grammars and students' writing.

The research reported in the preceding pages deals with traditional, structural, and transformational-generative grammars and their effects on the writing of students. However, the research does not compare the relative effects of transformational-generative grammar and structural grammar on the writing of students. The study described in the following pages was an attempt to make such a comparison.

CHAPTER II

EXPERIMENTAL DESIGN

Chapter I raised questions related to the effect of grammar teaching on the writing of students. This study is designed to compare the relative effects of teaching transformational-generative grammar as opposed to teaching structural grammar on the writing of grade seven students.

Specifically, the problem can be hypothesized as follows:

Hypothesis I. The number of errors in a segment of grammar, (verbs, particles used as adverbs, and prepositions) when taught using a transformational grammatical approach is the same as the number of errors made by students taught using a structural grammatical approach.

Hypothesis II. The number of errors made in learning a segment of grammar, (verbs, particles used as adverbs, and prepositions) by a student is related to:

- A. The ethnic background,
- B. The mental ability,
- C. The sex.

I. THE POPULATION USED

This investigation was conducted with two grade seven classes at Allendale Elementary-Junior High School, Edmonton, Alberta, during

the month of November, 1967. Grade seven was chosen because the segment of grammar to be investigated was within the grammar nomenclature outlined for grade seven in the Alberta Junior High School Curriculum Guide for Language.²⁸ The following factors were instrumental in choosing Allendale School from the three suggested by the Administration of the Edmonton Public School Board:

1. Eighty per cent of the grade seven students had spent their elementary school years at Allendale School.
2. The students had been taught in grade six by teachers who had been on staff for a number of years.
3. The students had had no previous experience with either structural or transformational-generative grammar.
4. One teacher who had no experience with either structural or transformational-generative grammar taught both grade seven classes.

The grade seven classes at Allendale School had been organized so that each class consisted of students of approximately equal scholastic achievement. The criteria that had been used in the selection of students for these classes were the identification provided by the Edmonton Public School Board Continuous Progress Plan. Both classes represented heterogenous samples, having representatives of the high,

²⁸Junior High School Curriculum Guide for Language (Interim), Department of Education, Edmonton, Alberta, June, 1967, p. 4.

the average, and the low groups. Within these three groups of students there was an IQ range from 96 to 136, as determined by the Lorge-Thorndike Intelligence Tests. A survey of the verbal and non-verbal scores revealed one class to have intelligence quotients ranging from 102 to 136, and the other from 96 to 127. The classes had not been identically matched, but attention had been given to roughly balancing them so far as mental ability was concerned.

Although the classes were not identically matched for ability, there had been an attempt to put approximately equal numbers of boys and girls in each class. By November, there were fourteen boys and twelve girls in one class and sixteen boys and fifteen girls in the other.

The school is located in an average socio-economic area. Only three out of the sample of fifty-seven students had fathers who would be classified as professional. Forty-two per cent of the students spoke English as a second language. The ethnic origins of these students are summarized in Table I:

TABLE I
ETHNIC ORIGINS OF STUDENTS IN CLASSES 7A AND 7B

Groups	German	Ukr.	Oriental	Others	Total Pop.
7A	10	2	1	18	31
7B	6	4	1	15	26

Over the past five years the median S.C.A.T. score of students writing the Department of Education grade nine examinations from Allendale School fell between the 40th and 60th percentile of the range in Edmonton schools.

II. LIMITATIONS OF THIS STUDY

1. No attempt was made to extrinsically motivate the students, nor was there any attempt to measure the degree of motivation inherent in their participation during the investigation.
2. The time used for the investigation was limited to eight periods for each class. This included a period at the beginning for the pre-test and a period at the end for the post test.
3. Fifty-seven students were involved in the investigation, thirty-one students in one class and twenty-eight in the other.
4. No attempt was made to determine the ages of the students.

III. EXPERIMENTAL PROCEDURES

The investigator decided to determine the experimental and the control classes by chance, that is, by flipping a coin. Class 7A of thirty-one students became the experimental group, while Class 7B of twenty-six students made up the control group. Both groups were tested prior to the experimental teaching and following the period of instruction.

The investigator devised a pre-test and a post test, each consisting of fifty-six items (appendix A). Both tests were parallel in form and were divided into three sections. Part one consisted of fifteen items, each of which was composed of a cartoon, and five or six words placed in random order in a vertical column beside the cartoon. The students were asked to look at the cartoons and the accompanying words. The words were to be rearranged and written to express the same idea in two different ways. Spaces were provided on the test paper for the answers.

Part two consisted of another fifteen items, each of which was also composed of a cartoon, and five or six words placed in random order in a vertical column beside the cartoon. Here, the student was asked to look at the cartoon, rearrange the words accompanying the cartoon, and write the words to express one idea. Spaces were provided on the test paper for the answers.

Part three was a paragraph which had twenty-six blank spaces. Each blank was followed by parentheses containing five words. The student was asked to fill the blank with one, two, three or none of the words in the parentheses so that the sentence made sense in the context of the paragraph.

The first and second parts of the tests were based on a stimulus-response reaction. In these two parts the correct answers to the questions were so formulated as to be identical in structure even though the cartoons were different. The third part consisted of a carefully structured paragraph that tested the same concepts using a multiple choice technique. The pre-test and the post test followed the assumption that in any problem there are appropriate signals, cues or clues which will effectively bring out whatever knowledge is stored. The knowledge tested by these items is defined as, "involving the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure or setting." The abilities to comprehend, to analyze and to synthesize were tested.²⁹

In order to determine the number of minutes needed for writing each section of the tests, and to develop a procedure for

²⁹Benjamin S. Bloom, Taxonomy of Educational Objectives, (New York: Longmans, Green and Co., 1956 Appendix), pp. 1-7.

administering these a pilot test was conducted in two grade seven classes at Eastwood Junior High School. As a result of the experience gained from the pilot test, the decision was made to read the directions orally at the beginning of each part, to ask the students to reread the directions silently and to state that no further explanations would be given during the testing of that part. Furthermore, it was decided to divide the tests into three ten-minute parts. Students completing the second section could return to the first section, time permitting. Similarly, at the end of the third section the students could return to either the first or second sections to check their answers or to complete unfinished items. The instructions for answering the questions were given at the beginning of each section. No additional explanation was made.

Since the tests used in this study were not standardized, but were devised by the investigator, every effort was made to establish the content validity of the pre-test and the post test.³⁰ Dr. G. Prideaux and Professor H. K. Stanford, Department of Germanic and Linguistic Studies, University of Alberta, Edmonton, assisted in analyzing and evaluating the individual test items. Each item, as far as could be ascertained, tested the grammatical concepts which the test was designed to identify.

³⁰M. J. Nelson, E. C. Denny, Arthur P. Coladarci, Statistics for Teachers (New York: Henry Holt and Company, Inc., 1956). p. 141.

To determine the reliability of the testing instruments, the pre-test was administered in four consecutive periods to one hundred and twenty-one grade seven students in Highlands Junior High School. Two weeks later during another four consecutive periods the post test was given to the same students in the same school. The analysis of the data revealed the coefficient of correlation to be .780.

On Monday, November 6, 1967, the pre-test was administered to the experimental group during the first class period of the afternoon. In the next class period the pre-test was given to the control group. One week later, on November 14, the investigator began her instruction of the teaching unit, using the same two class periods with the experimental and control groups respectively (appendix C). Teaching of the unit continued thereafter for five more class periods with each group. Thus, each class was taught two lessons per week, on Tuesdays and Wednesdays, for three weeks using the regularly assigned language periods appearing on the school's timetable.

Parallel lessons were presented to each group, using the same segment of grammar (verbs, particles used as adverbs, and prepositions). This particular small segment of grammar was chosen in order that it might be pursued in depth. The development of the concise plans for the six lessons evolved from two approaches, a set of theoretical assumptions basic to transformational-generative

grammar and a distinct set of theoretical assumptions for structural grammar (appendix D). Anthony defines "approach" as: "A set of correlative assumptions dealing with the nature of language teaching and learning."³¹ The method for presenting the content of the unit to each of the groups developed out of these separate approaches. The term "method" as used in this study is based on Anthony's definition: "An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach."³² The deductive method was used with the experimental group in analyzing the structures derived from a few simple patterns (appendix D). This analysis was ordered to construct patterns from simple elements to more complicated patterns, involving only the grammatical items listed in the content. The method used concentrated on providing a means for generating and producing similar patterns.

The method used with the control groups in the study of structural concepts was strictly empirical and inductive (appendix D). The lessons were developed around the content to provide opportunities

³¹Edward M. Anthony, "Approach, Method, and Technique," Teaching English as a Second Language: A Book of Readings, Harold B. Allen, editor, (New York: McGraw-Hill Book Company, 1965), p. 94.

³²Ibid., p. 95.

for students to look at recurrent patterns, and to find common characteristics among these patterns so that they could make generalizations about them.³³

The chalkboard, bulletin board, and overhead projector were used in teaching both the experimental and control classes. Anthony describes such techniques as, "a particular trick, strategem, or contrivance used to accomplish an immediate objective."³⁴ The students in the experimental group were asked questions requiring deductive reasoning which led them from general theory to a precise identification of the segment of grammar under study.³⁵ In the control group, students were led to discover inductively the relationships between verbs and particles, and verbs and prepositions. These relationships were then refined so that the concepts developed could be used in testing grammatical constructions.

After the completion of the six lessons a post test was administered to both the experimental and control groups in consecutive periods. Before the test papers were collected, the students were asked if they spoke another language besides English and if so, to name the language on their answer papers.

³³Hans P. Guth, English Today and Tomorrow (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1964), pp. 30-57.

³⁴Anthony, op. cit., p. 96.

³⁵Wayne A. O'Neil, Kernels and Transformations: A Modern Grammar of English (New York: McGraw-Hill Book Company, 1965), p. 21.

Both the pre-test and the post test were sorted in alphabetical order, each receiving a number as well as either the letter E (experimental group) or C (control group) to indicate the group to which the paper belonged.

The investigator prepared a marking key and scored the answer papers (appendix B). One mark was assigned to each correct answer making a total of fifty-six marks for a perfect paper. The students' scores on the pre-test and the post test, their intelligence quotients, ethnic origins, and sex formed the data that were tabulated. These tabulations and the statistical treatment of these data are presented and described in the next chapter.

CHAPTER II

TEST RESULTS

I. RESULTS

Hypothesis I. The hypothesis tested was that there was no significant difference between the number of errors made in a segment of grammar, (verbs, particles used as adverbs, and prepositions) when taught using a transformational grammatical approach and the number of errors made by students taught using a structural grammatical approach. This hypothesis was not rejected. There was no significant difference between the two methods in this respect. A two-tailed t-test was used to test the significance of the difference in the means of the gain in scores from a pre-test to a post test.³⁶ The results of this analysis are set out in Table II:

TABLE II

RESULTS OF STATISTICAL ANALYSIS OF SCORES
ACHIEVED BY BOTH EXPERIMENTAL AND CONTROL
GROUPS IN A SEGMENT OF GRAMMAR

Verbs, particles (adverbs), prepositions	Means		Differences in Means $M_y - M_x$	Standard Deviations Exp. Control $y \quad x$		t	p	s
	M_y	M_x		y	x			
Pre-test	31.385	34.548	3.163	9.966	11.717	1.011	>.30	NS
Post-test	41.115	39.903	1.212	10.248	10.180	.466	>.60	NS

Where x = experimental group (31 students)
y = control group (26 students)

³⁶Benton J. Underwood et al, Elementary Statistics (New York: Appleton-Century-Crofts, Inc., 1954), pp. 127-132.

Discussion of Results of Table II

Immediate post test treatment yielded no significant differences between the treatments.

The data were further examined in order to determine if there was an increment of learning during the investigation. The results of this analysis are set out in Table III.

TABLE III

RESULTS OF STATISTICAL ANALYSIS OF LEARNING INCREMENT
GAINED BY BOTH EXPERIMENTAL AND CONTROL
GROUPS IN A SEGMENT OF GRAMMAR

Group	N	Test Means		SD		Differences in Means $M_2 - M_1$	t	p	s
		Pre	Post	Pre	Post				
Control	26	31.385	41.115	9.966	10.248	3.163	6.710	<.001	HS
Exp.	31	34.548	39.903	11.717	10.180	1.212	2.973	<.01	HS

Discussion of Results of Table III

The post test treatment indicates a highly significant improvement in learning by the students in the control group, and a less significant improvement by the students in the experimental group.

Hypothesis II. The hypothesis tested was that the number of errors made in learning a segment of grammar (verbs, particles used as adverbs, and prepositions) by a student is related to:

A. The ethnic background,

B. The mental ability,

C. The sex.

A one-tailed t-test was used to estimate the correlated t-test values for the ethnic background.³⁷

The following table illustrates the results of the analysis for variable IIA, the ethnic background:

TABLE IV
COMPARISON OF EXPERIMENTAL AND CONTROL GERMAN
ETHNIC GROUPS IN GRAMMAR ACHIEVEMENT
WITH RESPECT TO MEAN TEST SCORES

Group	N	Test Means		SD		Differences in Means $M_2 - M_1$	t	p	s
		Pre	Post	Pre	Post				
Control German Group	6	29.667	42.833	12.432	5.113	12.566	3.412	<.01	s
Exp. German Group	10	30.700	38.500	7.444	8.358	7.800	2.121	<.05	s

Table IV shows that there are two significant differences between the means reported for the German ethnic groups.

³⁷Ibid., p. 170.

For variable IIA, the ethnic background, the difference between the means was significant (beyond the .05 level) for the experimental ethnic group, and (beyond the .01 level) for the control ethnic group. This indicates that the scores on the pre-test were a function of membership in either of the specific treatments. Hypothesis IIA is not rejected.

The relationship between mental ability and the grammar concepts learned during the teaching experiment was tested using the Spearman Rank-Order method of correlation.³⁸

For variable IIB, the mental ability, there was no significant positive correlation between intelligence as measured by the Lorge-Thorndike Test and the increment of learning during the teaching experiment for either the experimental students or the control students. The experimental group showed a .064 positive correlation with mental ability while the control group showed a negative correlation $-.598$. Hypothesis IIB is rejected.

A one-tailed t-test was used to determine the significance of the mean score differences between boys and girls.³⁹ The following table illustrates the results of the analysis for variable IIC, sex:

³⁸Nelson, op. cit., pp. 83-85.

³⁹Ibid., p. 170.

TABLE V

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS IN GRAMMAR
ACHIEVEMENT WITH RESPECT TO MEAN TEST SCORES

Group	N	Test Means		SD		Differences in Means $M_2 - M_1$	t	p	s
		Pre ₁	Post ₂	Pre ₁	Post ₂				
Control Males	14	29.071	37.571	9.677	12.199	7.500	4.287	<.001	HS
Control Females	12	34.083	45.250	9.613	4.710	11.167	5.213	<.001	HS
Exp. Males	16	33.938	36.500	12.437	10.277	2.562	1.016	<.4	NS
Exp. Females	15	35.200	43.533	10.858	8.717	8.333	3.439	<.01	S

Table V indicates that there are three significant and one non-significant difference between the means for the pre-test and post test. The gain, or increment of learning, achieved by each student in the post test over the pre-test was calculated, and comparisons were made in the mean scores. Table VI shows the results of this analysis:

TABLE VI
COMPARISON OF MALES AND FEMALES WITH
RESPECT TO LEARNING INCREMENT IN GRAMMAR

	Males			Females			Differences in Means $M_2 - M_1$	t	p	s
	N_1	Mean M_1	S_1	N_1	Mean M_2	S_1				
Exp.	16	2.50	9.73	15	8.33	9.07	5.83	1.49	<.2	NS
Control	14	8.50	8.47	12	11.50	6.39	3.00	.63	<.6	NS
Total	30	4.63	9.49	27	9.75	8.13	5.12	1.65	<.2	NS

The above table shows no significant differences in the increment of learning between males and females. Hypothesis IIC is rejected.

II. SUMMARY OF RESULTS

Hypothesis I. Although both the experimental and control groups showed no significant differences in mean gains with either method of instruction, it should be noted that the control group in which the structural method was used did show a highly significant (.005) increment of learning.

Hypothesis II. Students of German origin in both the experimental and control groups showed rather marked improvement, (beyond the .05 level) for the experimental ethnic group, and (beyond the .01 level) for the control ethnic group.

There was no positive results to show that mental ability, as measured by the Lorge-Thorndike Test, and the increment in learning grammar concepts are related for either the experimental or the control groups.

This investigation attempted to determine whether sex differences affected the learning of grammar concepts. The investigation indicated that females of both groups improved significantly during the course of the project. In the experimental group the females show a significant improvement (.005), whereas the females in the control group show a highly significant improvement (.0005). A significant improvement (.0005) is noted for the males in the control group, while all but six of the sixteen males in the experimental group show improvement. It would appear that the poor showing of the six non-German males may account for the fact that there was no significant improvement for the total male experimental group. Despite the above, a comparison of the means between gains made by males and females revealed no significant differences.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

I. CONCLUSIONS

As a result of the acceptance or rejection of the Hypotheses summarized in Chapter III, the following conclusions can be drawn from this study:

1. The students who were tested following the teaching of the transformational-generative or the structural approach showed no significant difference between the mean scores.⁴⁰ It should be noted, however, that the control group, taught using the structural approach showed more improvement (.0005) than did the experimental group (.005). This improvement may have been a result of the particular teaching method. It should be recalled that the approaches, methods, and techniques used in developing each of the teaching units were quite different. Furthermore, the students involved in the experiment had no previous experience with either of the two approaches outlined in this study. John C. Gerber in discussing the effects of teaching new grammatical concepts on the writing of students, says:

⁴⁸Hypothesis I, p. 29.

What teachers always want to know, though, is whether the new study of language will help them teach writing more successfully. Since any fresh awareness of a language is likely to improve a student's writing somewhat, the answer can be a modified affirmative.⁴¹

Gerber further elaborates by saying, that the present scientific study of language is not a panacea for transforming overnight an inarticulate student into a suave speaker and writer. Writing is a creative art depending more on synthesis than analysis.

2. The students of German origin who were taught and tested showed a significant improvement during the experimental period.⁴² Ten of the thirty-one students in the control group and six of the twenty-six students in the experimental group were of German ethnic origin. These sixteen students represented two-thirds of those who claimed English as a second language. The other third was made up of one Chinese, one Japanese, and six Ukrainians. The ethnic origin of the students in both the experimental and control groups are noted in Table I, page 21, Chapter II.

The students of German ethnic origin improved significantly in both the experimental and control groups. This seems to indicate that the treatments used with both of these groups were important

⁴¹John C. Gerber, "Explosion in English," The Shape of English, National Council of Teachers of English (508 South Sixth Street, Champaign, Illinois) 1967, pp. 6-7.

⁴²Hypothesis IIA, p. 30.

factors in the increment of learning for the students who spoke English as a second language. However, the treatment for the control group using the structural model for instruction seemed the most effective (.01).

Wallace E. Lambert reports that early learning or lack of learning may have a permanent effect on students' ability to learn English as a second language. He agrees with D. O. Hebb that what is taught and learned at particular stages of the individual's development depends on his readiness. He feels then, that individuals will learn more readily tasks which are facilitated by prior acquisition and will learn less readily tasks which are not so facilitated, or are inhibited by prior learning.⁴³ It should be noted that the significant improvement of the German ethnic group may be a function of their developmental readiness. The languages students learn early, stick; the later ones have to be made to stick. Strevens feels that teachers need a linguist's knowledge or description of a language and the teacher's "know-how" in applying this knowledge to suit the students' needs.⁴⁴

⁴³Wallace E. Lambert, "Psychological Approach to the Study of Language," Teaching English as a Second Language: A Book of Readings, Harold B. Allen, editor (New York: McGraw-Hill Book Company, 1965), pp. 38-43.

⁴⁴P. D. Strevens, Papers in Language and Language Teaching (London: Oxford University Press, 1965), p. 69.

3. The students showed no significant positive correlation between mental ability as measured by the Lorge-Thorndike Test and the increment of learning grammar concepts during the experimental period.⁴⁵ The results yielded a .064 correlation for the experimental group and -.598 for the control group. It may be suggested tentatively that the negative correlation in the control group indicates that students in the lower ability range respond to a structural treatment of grammar. However, because the sample was small, limited to twenty-six students no conclusive assumptions can be made.

4. The investigation revealed some interesting relationships between the sex of the students and the increment of learning.⁴⁶ In the experimental group there were fifteen female and sixteen male students, while in the control group there were twelve female and fourteen male students. The results indicate that the females in both groups made a significant improvement. However, the female students in the control group using the structural model showed very significant improvement. On the other hand, the males exhibited a different trend. The males in the experimental group did not show significant improvement, whereas the male students in

⁴⁵Hypothesis IIB, p. 30.

⁴⁶Hypothesis IIC, p. 30.

the control group showed improvement that was highly significant as did the females in that group. However, since the males of the control group also showed a highly significant improvement during the experiment, perhaps the particular teaching method used with this group was better for students of this grade level than was the method used with the experimental group.

II. IMPLICATIONS

For Further Research

1. This study could be replicated at other grade levels to establish evidence of the effect of age in grasping the underlying concepts in teaching a selected segment of grammar. D. E. Berlyne's discussion of recent developments in Piaget's work indicates that students at the grade seven level can apply "operational" thinking to practical problems and concrete situations, whereas the older student has the capacity for abstract thought.⁴⁷ Further study in this area may yield information concerning the validity of different grammatical approaches for different grade levels.

2. This study could be replicated at the same grade level with longer periods of instruction time for the teaching of a

⁴⁷D. E. Berlyne, "Recent Developments in Piaget's Work," The Psychology of Language, Thought, and Instruction: A Book of Readings, John P. DeCecco, editor (New York: Holt, Rinehart and Winston, Inc., 1967), pp. 259-271.

language and the English he is attempting to learn as a second language. However, it will be the teacher's function to select the methodology most appropriate to the situation.⁴⁸

6. Perhaps it would be worthwhile to examine the Alberta Curriculum Language Guides for Junior High School, in order to evaluate the theoretical and pedagogical models that underlie the curriculum in grammar teaching.

III. SUMMARY

The study described in this thesis was designed to test the relative effects of teaching a small segment of grammar using a transformational-generative approach as opposed to the teaching of structural grammar, on the writing of grade seven students. The conclusions reached here must be considered tentative since the sample of students was small and the teaching period of short duration. However, the tentative conclusions do suggest further research might be profitable into some of the areas with which this study dealt and into at least one area not investigated.

For example, further research with a variety of teaching procedures to find the most effective method of teaching grammar concepts to students whose native tongue is not English would seem

⁴⁸Miriam B. Goldstein, The Teaching of Language in our Schools, (New York: The MacMillan Company, 1966), p. 31.

to be warranted. The influence of sex differences on the learning of grammar might also reveal worthwhile information. Furthermore, the effect of differing mental abilities on students' ability to apply grammatical concepts to their writing would seem to require further investigation. This study did not attempt to explore the age-difference factor and its relationship to the learning of grammar. Perhaps a study of this relationship would prove fruitful.

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APPENDICES

APPENDIX A

Testing Instruments

Grade Seven Grammar Pre-test

Part I

Look at the sketch and then arrange the following words to express the same idea in two different ways.

1.



light
Mary
on
the
turned

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2.



part
Joan
out
the
acted

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3.



sister
Bob
up
his
woke

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

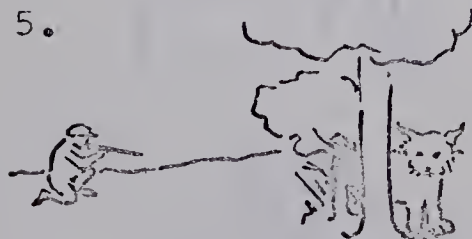
4.



money
Betty
back
the
put

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

5.



lynx
Jim
down
the
hunted

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

6.



line
the
out
his
fisherman
put

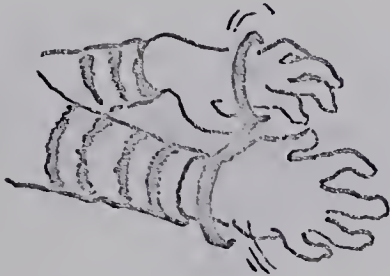
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

7.



doors
the
back
the
man
pushed

8.



handcuffs
the
off
his
prisoner
shook

9.



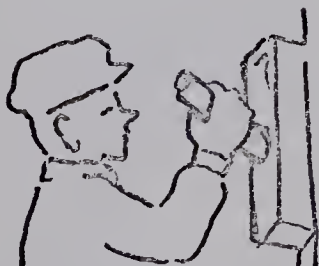
ball
the
up
the
player
gave

10.



wires
the
down
the
storm
broke

11.



power
the
off
the
electrician
shut

12.



cheque
the
out
the
manager
made

13.



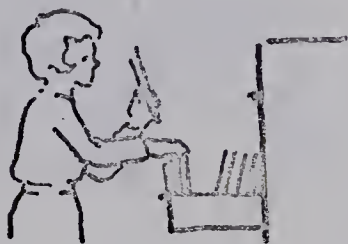
crowd
the
back
the
policeman
turned

14.



road
the
off
the
engineer
closed

15.



records
the
up
the
girl
hunted

Grade Seven Grammar Pre-test

Part II

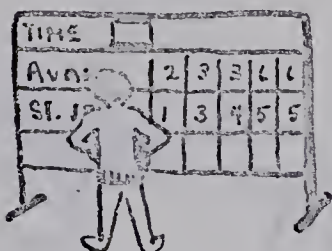
Look at the sketch and then arrange the following words to express an idea.

1.



sweater
John
out
his
wore

2.



scoreboard
Jim
over
the
looked

3.



builders
the
about
the
moved
lumber

4.



girl
the
up
the
held
dog

5.



cook
the
over
the
flipped
pancakes

6.



stairs
Nancy
up
the
called

7.



children
the
about
their
rolled
beds

8.



money
Mike
down
the
turned

9.



soldier
the
up
the
ran
flag

10.



banker
the
over
the
took
money

11.



son
Frank
down
his
called

12.



mat
mother
over
the
turned

13.



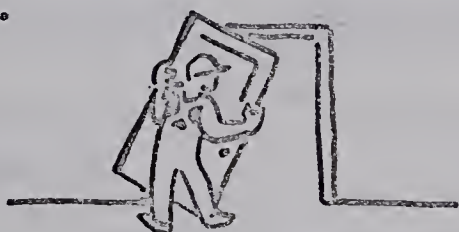
archaeologist
the
up
some
turned
pottery

14.



boy
the
over
the
slid
rocks

15.



carpenter
the
out
the
moved
door

Grade Seven Grammar Pre-test

Part III

In the selection below a number of blanks appear. Choose one, two, three or none of the words following the blanks so that the sentences make sense.

Example: John talks about his friends at supper.
(at,talks,for,eats,about)

The bell _____ and the students _____ the classroom.
(hurried,with,looked,from,rang) It was the end of the school day. As John _____ the door, (went,off,climbed,about,out) he _____ his friend Bob. (spoke,across,under,ran,in) "Hey, Bob! Have you _____ your mind _____ the practice tonight?" (for,set,up,made,about)

"Yea, I have been _____ it," Bob replied. (saying,at,thinking,for,about) "Gee! _____ the black sky." (in,see,for,look,at)

During the afternoon the sky had _____. (rained,about,over,around,clouded) It was beginning to rain, so the boys _____ their jackets _____. (around,put,sat,off,on) "I sure hope mom _____," said John (falls,around,up,turns,about) as he _____ the door. (climbed,up,out,off,walked)

"I am going to _____ the ball practice, (toss,around,for,check,on) before Mr. Smith _____ the gym _____. (marks,up,for,about,locks) "See ya! said Bob.

"_____ Bob _____," Mrs. Brown called from the car.

(out,up,call,hurry,in) Mrs. Brown's car _____ the curb with
its headlights _____. (joined,stood,on,over,beside)

John _____ Bob (around,waited,at,spoke,for) to _____
(mark,about,find,for,out) the practice, and then they _____
(talked,for,ran,about,towards) the car. The boys _____ (walked,
in,at,climbed,about) and they _____ the street _____ home.
(ran,towards,drove,about,down) The practice had _____ good
weather. (regarded,about,on,for,depended)

Grade Seven Grammar Post test

Part I

Look at the sketch and then arrange the following words to express the same idea in two different ways.

1.



tap
the
on
the
gardener
turned

2.



soup
the
out
the
cook
ladled

3.



medicine
the
up
the
druggist
shook

4.



food
the
back
the
prisoner
shoved

5.



bird
the
down
shot
George

6.



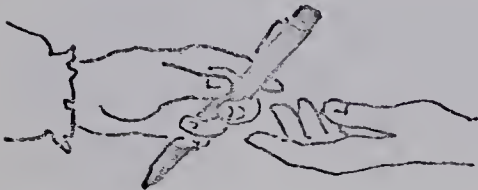
matches
the
out
the
boy
blew

7.



mob
the
back
the
man
turned

8.



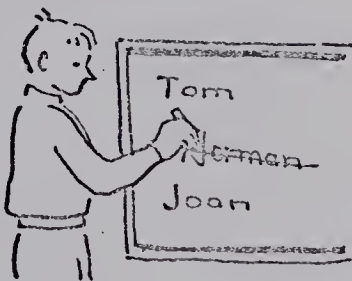
pen
her
Jane
over
handed

9.



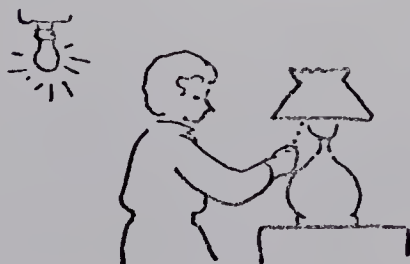
wires
the
down
the
trees
broke

10.



name
his
Norman
off
struck

11.



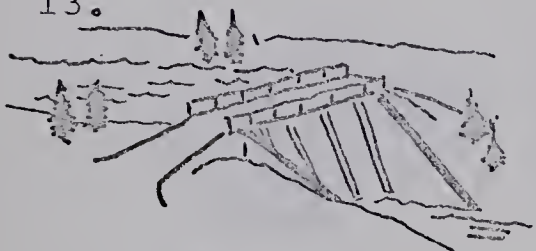
light
the
Nora
off
shut

12.



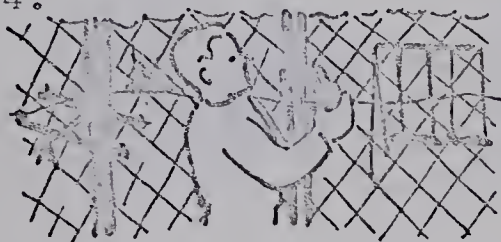
bill
the
out
the
clerk
made

13.



water
the
back
the
dam
held

14.



playground
the
off
the
supervisor
closed

15.



stamps
the
up
Dale
hunted

Grade Seven Grammar Post test

Part II

Look at the sketch and then arrange the following words to express an idea.

1.



runners
Bob
out
his
wore

2.



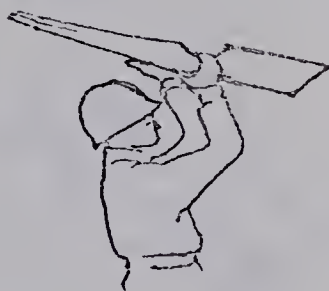
timetable
Joel
over
the
looked

3.



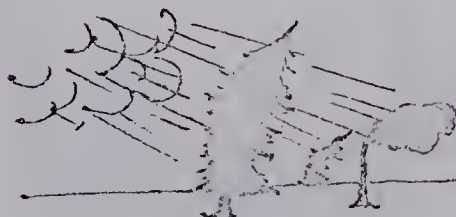
snake
the
about
the
rocks
moved

4.



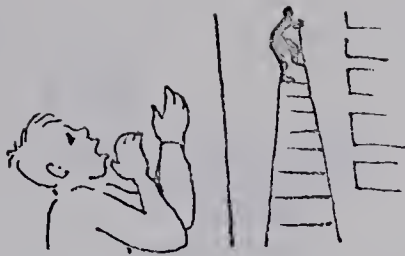
gun
the
up
the
soldier
held

5.



trees
the
over
the
storm
bent

6.



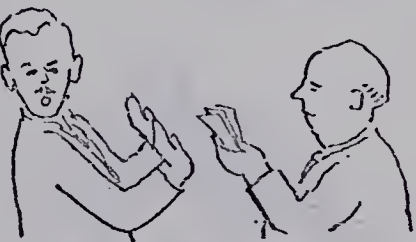
ladder
Jerry
up
the
called

7.



nurse
the
about
the
rolled
bed

8.



cash
the
down
the
man
turned

9.



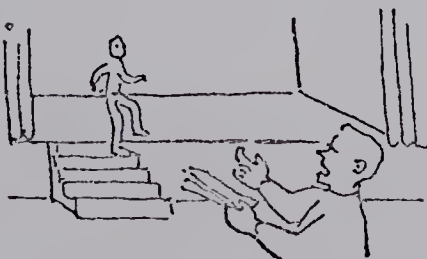
captain
the
up
the
flag
ran

10.



cashier
the
over
the
took
coins

11.



director
the
down
the
actor
called

12.



exercises
the
over
the
turned
teacher

13.



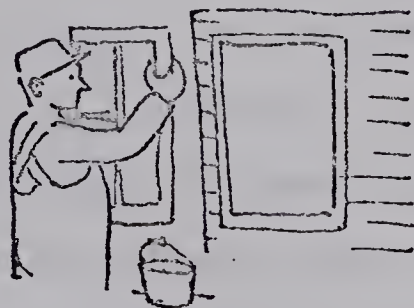
dog
the
up
the
turned
bone

14.



rocks
the
over
the
slid
prisoner

15.



window.
the
out
the
moved
cleaner

Grade Seven Grammar Post Test

Part III

In the selection below a number of blanks appear. Choose one, two, three or none of the words following the blanks so that the sentences make sense.

Example: We put up the stranger over night.
(on, talked, up, put, over)

As the sun rose, the animals _____ into the forest.
(off, swam, about, scurried, on) _____ the pine tree (swimming, down, edging, in, at), the porcupine _____ his enemy, the fisher.
(spoke, across, under, ran, in) Instinct told him that he must _____ his mind _____ quickly. (for, set, up, made, about) The fisher whirled and _____ him. (at, through, smoothed, in, darted) The porcupine _____ protection. (asked, at, for, around, looked) Seeing a fallen branch, he thrust his head and shoulders beneath it, leaving his armed back and slashing tail to _____. (in, about, hold, at, move) The fisher _____, (shut, in, at, closed, about) hoping to _____ the porcupine _____. (on, catch, over, fling, at) He had to _____ a remarkable porcupine (up, set, at, put, with) for the porcupine _____ solidly in the snow. (up, settled, at, ruffled, down) He _____ the fisher, maddened by the stinging quills, (passed, off, held, at, on) as he tried once more to _____ the porcupine _____. (on, shut, over, turn, at) The fisher had not expected his

prey to _____ this way, (rest,on,off,carry,at) but he would not _____ the attack. (act,off,up,give,on) He _____ (gave,back,to,stood,for) momentarily, then _____. (set,off,forward,rushed,at) This was a mistake for the porcupine _____ with a tail full of quills. (over,lashed,on,lapped,back) Screaming in agony the fisher _____ the porcupine's back, (skipped,around,on,leaped,about) and _____ the armor of spines. (down,bit,about,licked,through) The quills _____ into his flesh. (at,dug,about,lay,further) The fisher _____ (on,jumped,off,slid,in) and _____ his wounded body, hiding his defeat in a nearby thicket. (from,away,dragged,in,raced)

APPENDIX B

Marking Keys

Grade Seven Grammar Pre-test

Marking Key

Part I

Total Marks: 56

1. Mary turned on the light.
Mary turned the light on.
2. Joan acted out the part.
Joan acted the part out.
3. Bob woke up his sister.
Bob woke his sister up.
4. Betty put back the money.
Betty put the money back.
5. Jim hunted down the lynx.
Jim hunted the lynx down.
6. The fisherman put out his line.
The fisherman put his line out.
7. The man pushed back the doors.
The man pushed the doors back.
8. The prisoner shook off his handcuffs.
The prisoner shook his handcuffs off.
9. The player gave up the ball.
The player gave the ball up.
10. The storm broke down the wires.
The storm broke the wires down.
11. The electrician shut off the power.
The electrician shut the power off.
12. The manager made out the cheque.
The manager made the cheque out.
13. The policeman turned back the crowd.
The policeman turned the crowd back.

14. The engineer closed off the road.
The engineer closed the road off.
15. The girl hunted up the records.
The girl hunted the records up.

Part II

1. John wore out his sweater.
2. Jim looked the scoreboard over.
3. The builders moved about the lumber.
4. The girl held the dog up.
5. The cook flipped the pancakes over.
6. Nancy called up the stairs.
7. The children rolled their beds about.
8. Mike turned down the money.
9. The soldiers ran the flag up.
10. The banker took over the money.
11. Frank called his son down.
12. Mother turned the mat over.
13. The archaeologist turned up some pottery.
14. The boy slid over the rocks.
15. The carpenter moved the door out.

Part III The following answers fit the blanks in the selection.

1. rang
2. hurried from
3. went out
4. ran across
5. made up
6. about
7. thinking about
8. look at ; see
9. clouded over
10. put on their jackets ; put their jackets on
11. turns up
12. walked out
13. check on
14. locks
15. locks up the gym ; locks the gym up
16. hurry ; call
17. up - if hurry is used in 16; if call is used in 16 then leave
17 a blank
18. stood beside
19. on
20. waited for
21. find out about

22. ran for ; ran towards

23. climbed in

24. drove down

25. towards

26. depended on

Grade Seven Grammar Post Test

Part I

Total Marks: 56

1. The gardener turned on the tap.
The gardener turned the tap on.
2. The cook ladeled out the soup.
The cook ladeled the soup out.
3. The druggist shook up the medicine.
The druggist shook the medicine up.
4. The prisoner shoved back the food.
The prisoner shoved the food back.
5. George shot down the bird.
George shot the bird down.
6. The boy blew out the matches.
The boy blew the matches out.
7. The man turned back the mob.
The man turned the mob back.
8. Jane handed over her pen.
Jane handed her pen over.
9. The trees broke down the wires.
The trees broke the wires down.
10. Norman struck off his name.
Norman struck his name off.
11. Nora shut off the light.
Nora shut the light off.
12. The clerk made out the bill.
The clerk made the bill out.

13. The dam held back the water.
The dam held the water back.
14. The supervisor closed off the playground.
The supervisor closed the playground off.
15. Dale hunted up the stamps.
Dale hunted the stamps up.

Part II

1. Bob wore out his runners.
2. Joel looked the timetable over.
3. The snake moved about the rocks.
4. The soldier held the gun up.
5. The storm bent the trees over.
6. Jerry called up the ladder.
7. The nurse rolled the bed about.
8. The man turned down the cash.
9. The captain ran the flag up.
10. The cashier took over the coins.
11. The director called the actor down.
12. The teacher turned the exercises over.
13. The dog turned the bone up.
14. The prisoner slid over the rocks.
15. The cleaner moved the window out.

Part III The following answers fit the blanks in the selection.

1. scurried ; scurried off
2. edging down
3. ran across
4. make
5. make up his mind; make his mind up
6. darted at
7. looked for ; looked around for
8. move about
9. closed in
10. catch or fling
11. catch the porcupine ; fling the porcupine over.
12. put up with
13. settled down ; settled
14. held off
15. turn
16. over
17. carry on
18. give up
19. stood ; stood back
20. rushed forward

21. lashed back ; lashed
22. leaped on
23. bit down through ; bit through ; bit
24. dug ; dug further
25. jumped off ; slid off
26. dragged away ; dragged

APPENDIX C

Instructional Unit

Lesson I Experimental Group

Subject: Grade 7 Language

Topic of Lesson: Verbs plus adverbial (particle)

Objectives

1. To identify verbs,
2. To identify particles,
3. To combine verbs with particles,
4. To teach the verb plus adverbial (particle),
5. To emphasize the clear and concise expression of ideas.

Preparation

1. A list of verbs and particles written on the chalkboard,
2. Notes for the students on the identification of verbs, particles, and verb-plus-adverbial,
3. Pictures denoting action,
4. Exercises to evaluate the lesson.

Introduction

Today we are going to look at some words on the chalkboard. These words have been part of our everyday speech since we first began to talk. We use them easily without identifying them as a certain type of word, yet they are formed quite differently. It is these differences that we want to talk about.

Presentation

Subject Matter	Method
1. Identification of verbs: a) common derivational affixes, i.e., <u>finalize</u> <u>enrich</u>	.Point out to the students the four ways to identify verbs.

- b) common inflections
i.e. likes, liked
- c) preceded by structure
words, i.e., is, has
- d) certain word order or
position, i.e., John
likes him.

.Explain the terms derivation
and affix as they apply to
the list of words on the
chalkboard.
.Next, explain the term
inflection as it applies to
the list of words on the
chalkboard.
.Then, explain the word structure
for the third characteristic
of verbs.

2. Identification of Particles:

- a) Particles are words
like up, down, in, out, and
over. These words pattern
with verbs.
- b) Identification of verb plus
adverb (particle), i.e., He
climbed up.
 - (i) The meaning is not
different from the
added total of climbed
and up.
 - (ii) The up is moveable.
 - (iii) Primary stress on the
word up.

*See Appendix D for the deductive
transformational-generative models,
used as bases for the experimental
group.

.Write a list of particles on the
chalkboard, placing them in a
column near the list of verbs that
do not have affixes.
.Let the students discover that the
words that do not have affixes can
be combined with any of the words
in the list of words called
particles.
.Ask the students to combine some
verbs plus particles and write
them on the chalkboard.
.Write some of the combinations
elicited by pictures, in short
sentences on the chalkboard with
the help of the students, i.e.,
He climbed up.
.Ask the students to rewrite the
sentences moving the particles to
the beginning of the sentence.
.Find out if there is any change
in meaning.
.Point out and explain primary
stress on words.

3. Expression of Ideas

.Have pupils write three
sentences using a picture for
motivation, to express their
own ideas.

Conclusion

1. Summarize the points of identification for both the verbs and particles.
2. Point out that some particles can be moved about in the sentence without any change in meaning.
3. Indicate that changing words from one part of a sentence to another develops variation in writing.

Assignment

1. Complete the exercise on verbs plus particles for next class period.

Sample Exercise (deductive method)

Rewrite the sentences where the particles can be moved without a change in meaning.

1. He turned on the light.
2. He shut off the radio.
3. He held back the door.
4. He made out the bill.
5. He hunted up the plans.

Evaluation

The exercises will be corrected to determine whether the students understood the basic concepts involved in the teaching of the lesson.

Lesson I Control Group

Subject: Grade 7 Language

Topic of Lessons: Verbs-plus-Adverbs

Objectives

1. To identify verbs,
2. To identify adverbs,
3. To combine verbs with adverbs,
4. To emphasize the position of adverbs,
5. To emphasize the clear and concise expression of ideas.

Preparation

1. A list of verbs and adverbs written on the chalkboard,
2. Notes for students on the identification of verbs and adverbs,
3. Pictures denoting action,
4. Exercises to evaluate the lesson.

Introduction

(same as lesson I experimental)

Presentation

Subject Matter	Method
1. Identification of verbs (same as lesson I experimental)	.Elicit from the students the four ways to identify verbs. .Explain the term <u>derivation</u> and <u>affix</u> as they apply to the list of words on the chalkboard. .Next, explain the term <u>inflection</u> as it applies to the list of words on the chalkboard. .Then, explain the word <u>structure</u> for the third characteristic of verbs.

2. Tests for Verbs:
 - a) Check to see if the word has one of the derivational affixes.
 - b) If the word does not have an affix, check to see if it will fit into the test frame.
Let's _____ (it).
 3. Identification of Adverbs
 - a) word order or position -
Slowly he slowly did it slowly.
 - b) common derivational affixes, i.e., slowly, aloud
 - c) common inflections, i.e., faster, fastest
 - d) preceded by structure words, i.e., more, most, very
 4. Tests for Adverbs
 - a) Check to see if the word has one of the derivational affixes.
 - b) If the word does not have an affix, check to see if it will fit into the test frame.
1 he 2 did it 3.
 5. Combination of verbs and adverbs
 6. Position of adverbs
1 he jumped 3.
*See Appendix D for the inductive structural models used as a basis for teaching the control group.
- .Apply the tests to the verbs on the chalkboard.
- .Ask the students to divide the words into two lists of verbs, those with derivational affixes, and those that do not have any.
- .Stress the importance of knowing how to identify verbs from other words in the sentence.
- .Point out to the students the four ways to identify adverbs.
- .Explain each of these by applying the characteristics of adverbs to the words on the chalkboard.
- .Ask the students to divide the words into two lists of adverbs, those with derivational affixes and those without any.
- .Apply the tests to the adverbs on the chalkboard.
- .Ask the students to combine some of the verbs and adverbs to express ideas, and write these on the chalkboard.
- .Using some of the combinations elicited by pictures write short sentences on the chalkboard, i.e., He jumped up.
- .What other position in the sentence can the adverbs used in our sentences on the chalkboard be placed?

.Can all the adverbs in this group be placed between he and jumped in the sentence He jumped.?

.What difference is there between the structure of the adverb slowly and the adverb up?

.Now, can you decide which adverbs can fill positions 1 and 3?

7. Expression of Ideas

.Make up three sentences using verbs and words that pattern like up.

Conclusion

1. Summarize the points of identification for both verbs and adverbs.
2. Emphasize that some adverbs can be placed in three positions in a sentence, while others can be in only two positions.
3. Indicate that changing the position of adverbs develop variation in writing.

Assignment

1. Complete the exercise on verbs and adverbs for next class period.

Evaluation

Sample Exercise (inductive method)

Write different sentences using the adverbs, on, off, back, out, and up to show that each of these words may be placed in more than one position in a single sentence.

Lesson II Experimental Group

Subject: Grade 7 Language

Topic of Lesson: Verb-adverbial composite (particle)

Objectives

1. To review the identification of verbs and particles,
2. To review the verb-plus-adverbial (particle),
3. To teach the verb-adverbial composite (particle),
4. To emphasize the clear and concise expression of ideas.

Preparation

1. A list of verbs that do not have affixes,
2. Notes prepared for pupils on the verb-adverbial composite,
3. Exercises to evaluate the lesson.

Introduction

Last period we discovered that verbs may be combined with particles called adverbs. We learned that the adverbs could be moved about in the sentence with no change in meaning. Today we are going to look at verbs and adverbs that behave quite differently.

Presentation

Subject Matter	Method
1. Verbs and Particles (see subject matter lesson I)	.Discuss with the class the exercises assigned at the end of last lesson
2. Verb plus Adverb (see subject matter lesson I)	.Review the identification of verb-plus-adverb, so that the three points are reinforced.

3. Verb-adverbial composite

- a) The meaning of turned up (appeared) as a unit is different from the sum of the individual meanings of the two parts.
- b) The adverbial is not moveable, i.e. Up he turned.
- c) The adverbial element up has a primary stress, unless followed by an adverb, then it takes secondary stress, i.e. He túrned úp súddenly.

.Place on the chalkboard some examples of verbs and adverbial particles.

.See if the students can think of words which can take the place of the composite on the chalkboard, i.e. turned up (appeared), fell out (quarreled)

.What happens to the meaning of the composite when up is moved to some other part of the sentence? i.e., Up it turned. Out it fell.

.What must happen to the writer's ideas when the particle is moved in these examples?

.How can you check to see if you have written what you meant to say?

.Discuss and explain primary stress.

4. Expression of ideas

.Make up three sentences where the adverb particle can not be moved, in order to express your own ideas.

Conclusion

1. Summarize the similarities and differences between the verb-plus-adverb combination and the verb-adverbial composite.
2. Indicate that this knowledge makes it easier for students to express their ideas more clearly and concisely.

Assignment

1. Complete the exercise on the verb-adverbial composites for next class period.

Evaluation

The exercises will be corrected to determine whether the students understood the basic concepts involved in the teaching of the lesson.

Lesson II Control Group

Subject: Grade 7 Language

Topic of Lesson: Verbs - plus - Adverbs (cont'd)

Objectives

1. To review the identification of verbs and adverbs,
2. To review the position of adverbs,
3. To teach the adverb when it is placed immediately following the verb,
4. To emphasize clear and concise expression of ideas.

Preparation

1. A list of verbs and adverbs that do not have affixes,
2. Notes for students on the position of adverbs,
3. Exercises to evaluate the lesson.

Introduction

Last period we discovered that verbs may be combined with adverbs. We learned that the adverbs could be moved about in the sentence. Today we are going to look at verbs and adverbs that behave quite differently.

Preparation

Subject Matter	Method
1. Identification and tests for verbs (same as lesson I experimental for identification; same as lesson II control for tests)	.Discuss with the class the exercises assigned at the end of the last lesson.

2. Identification and tests for adverbs
(same as lesson I control) .(same as lesson I control)
3. Position of adverbs
He turned 3 .
 .Write a list of verbs and adverbs on the chalkboard.
 Let the students discover those adverbs that will fit in position 3 in a sentence.
 .Ask the students to combine the verbs and adverbs to form patterns like these examples,
He fell out, and They turned up.
4. Expression of ideas
 .Make up three sentences putting the adverb in position 3 in order to express your own ideas.

Conclusion

1. Summarize by showing that adverbs may be placed in three positions. Those adverbs with derivational affixes fit all positions. Some adverbs like up, over, etc. fit in the first and third positions only, and others pattern after verbs only.
2. Indicate that this knowledge gives variety to the expression of ideas.

Assignment

1. Complete the exercise on verbs and adverbs for next class period.

Evaluation

(same as experimental group)

Lesson III Experimental Group

Subject: Grade 7 Language

Topic of lesson: Review - Verb-plus-adverb (particle) and Verb-adverbial composite (particle)

Objectives

1. To review the similarities and differences between the verb-plus-adverb structure and the verb-adverbial composite,
2. To point out that some particles always remain part of the composite,
3. To emphasize the clear and concise expression of ideas.

Preparation

1. A list of verbs and particles that do not have particles,
2. A chart to show similarities and differences,
3. Exercises to evaluate the lesson.

Introduction

Last period we were talking about two kinds of groups of words. One of these was the verb-plus-adverb structure and the other the verb-adverbial composite. We discovered that some adverbs could be moved about in the sentence with no change in the meaning, while others when moved, changed the writer's ideas to mean something quite different.

Presentation

Subject Matter	Method
1. Verb-plus-adverb (see subject matter lesson I)	.Discuss with the class the exercises assigned at the end of last lesson. .Review the identification of the verb-plus-adverb structure by drawing from the class the underlying concepts, using the Socratic method.

2. Verb-adverbial composite
(see subject matter
lesson II)

3. Contrast and compare
structures.

4. Verb-adverbial composite
look at (regard)
hunt for (search)
look after (babysit)
turn in (submit)

5. Expression of ideas

.Review the identification
of the verb-adverbial com-
posite, using the
questioning technique.

.Elicit from the class the
differences of these
structures.

.Place these in chart form
on the chalkboard.

.Allow the students to dis-
cover examples to illustrate
the differences.

.Elicit from the class any
similarities.

.Add these to the chart on the
chalkboard.

.Ask the students if they can
suggest any particles that
can be part of the composite,
but were not used in the
review.

.Write these on the chalkboard.

.Let the students discover the
meaning of the composites.

.What happens to the meaning
if the particles are moved?

.What is the difference between
these particles and those like,
out, on, over, et cetera?

.How do they differ, and why?

.Make up two sentences of each
of the following structures.

a) verb-plus-adverbial,

b) verb-adverbial composite
that show change in
meaning when the particle
is removed,

c) verb-adverbial composite
with only one meaning.

Conclusion

1. Point out the importance of expressing ideas clearly and concisely, so that sentences are meaningful.

Assignment

1. Complete review exercise for next class period.

Evaluation

The exercises will be corrected to determine whether the students understood the basic concepts involved in the lesson.

Lesson III Control Group

Subject: Grade 7 Language

Topic of Lesson: Review - Verbs - plus - adverbs

Objectives

1. To review the position of adverbs,
2. To delineate the differences in word order when the position of the adverb changes,
3. To emphasize the clear and concise expression of ideas.

Preparation

1. A list of verbs and adverbs that do not have affixes,
2. A chart to show the position of adverbs,
3. Exercises to evaluate the lesson.

Introduction

During the last two lessons we have been talking about the position of the adverb in the sentence. We discovered that adverbs could be placed in three different positions in a sentence.

Presentation

Subject Matter	Method
1. Position of adverbs (see subject matter lesson I)	.Discuss with the class the exercises assigned at the end of last lesson. .Review the position of adverbs by drawing from the class the structural concepts, using the Socratic method.

2. Combination of verb plus adverbs like up,down,over,in,off,on,out,back.

3. Combination of verb plus adverbs like at,for,after,in.

4. Expression of ideas

.Encourage the students to give examples of adverbs in different positions in the sentence.

.Review by writing a number of verbs and adverbs on the chalkboard.

.Ask students to combine these, i.e., He climbed up.

.Ask the students to rewrite these sentences putting the adverb in a different position.

.Allow the students to make generalizations about adverbs.

.Ask the students to suggest other adverbs that do not have affixes and that were not used in the review.

.Allow the students to discover the position of these adverbs.

.How do they differ from the others and why?

.Make up two sentences of each of the following structures.

a) adverbs in position 1

b) adverbs in position 3

Conclusion

(same as experimental group)

Assignment

(same as experimental group)

Evaluation

(same as experimental group)

Lesson IV Experimental Group

Subject: Grade 7 Language

Topic of Lesson: Prepositional Phrases

Objectives

1. To identify prepositions,
2. To combine prepositions with noun phrases,
3. To teach the prepositional phrase,
4. To emphasize the clear and concise expression of ideas.

Preparation

1. A list of prepositions written on the chalkboard,
2. Notes for students on the identification of prepositions and prepositional phrases,
3. Pictures to motivate phrases,
4. Exercises to evaluate the lesson.

Introduction

The words on the chalkboard are very familiar to us. We have been talking about them for several lessons. Today we will find out that these words can be combined with nouns to form an entirely different structure.

Presentation

Subject Matter	Method
1. Verb-plus-adverb Verb-adverbial composite (see subject matter lessons I and II)	.Discuss the exercises previously assigned. .Elicit from the students examples of the verb-plus- adverb structure, and the verb-adverbial composite. .Write these on the chalkboard.

2. Identification of prepositions

- a) words like of, in, to
- b) followed by nouns, personal pronouns,
- c) tertiary stress on the word of.

.Point out to the students the ways to identify prepositions.

.Explain that words like of, in, to are called prepositions when followed by a noun, i.e., He sang in a chorus. He went to the store.

.Ask the students to give sentences with examples of prepositions and nouns.

.Write these on the chalkboard.

.Let the students discover the personal pronoun following a preposition by substituting the personal pronoun for the noun, i.e., He sat on the bumper. He sat on it.

.Point out and explain the difference in stress, up, of, tertiary stress.

3. Identification of prepositional phrases

- a) preposition and a noun phrase following the verb, i.e.,
at it
to the store
- b) tertiary stress on preposition, i.e.,
in the street

.Explain the term prepositional phrase, by writing examples on the chalkboard.

.Allow the students to discover the parts of the prepositional phrase.

.Ask the students to discover other examples and put these on the chalkboard.

.Point out that stress for prepositions remains the same in prepositional phrases.

4. Expression of ideas

.Ask students to write three sentences using prepositional phrases. Use pictures for motivation.

Conclusion

1. Summarize the points of identification for both prepositions and prepositional phrases.
2. Point out that some words can be adverbs (particles) when they are part of the verb structure, and they can be prepositions when they are part of the noun structure.
3. Indicate that this knowledge helps students to express their ideas clearly and concisely.

Assignment

1. Complete the exercise on prepositional phrases for the next class period.

Evaluation

The exercises will be corrected to determine whether the students understood the basic concepts involved in the teaching of the lesson.

Lesson IV Control Group

Subject: Grade 7 Language

Topic of Lesson: Prepositional Phrases

Objectives

1. To identify prepositions,
2. To identify the prepositional phrase,
3. To teach the prepositional phrase,
4. To emphasize the clear and concise expression of ideas.

Preparation (see lesson IV experimental)

Introduction (see lesson IV experimental)

Presentation

Subject Matter	Method
1. Position of Adverbs <u>1</u> he <u>2</u> did it <u>3</u> .	.Discuss exercises previously assigned. .Review the position of adverbs, by asking students to give examples of adverbs in different positions. .Write these on the chalkboard.
2. Identification of prepositions a) words <u>like</u> , <u>at</u> , <u>by</u> , <u>and of</u> , b) occur with nouns or pre-nouns, c) prepositions are used to attach a noun to some other word in a sentence as a modifier.	.Discuss the ways of identifying prepositions. .Ask the students to give sentences with examples of prepositions and nouns. .Write these on the chalkboard.

3. Identification of prepositional phrase
Preposition and noun or pronoun together with words that come between them, make up a prepositional phrase.
 - .Elicit from the class the parts that make up a prepositional phrase.
 - .Ask the students to give examples of prepositional phrases.
 - .Discuss the position of the prepositional phrase.
4. Expression of ideas
 - .Ask students to write three sentences using prepositional phrases. Use pictures for motivation.

Conclusion

1. Summarize the points of identification for both prepositions and prepositional phrases.
2. Point out that prepositions are part of a noun structure.
3. Indicate that this knowledge helps students to express their ideas clearly and concisely.

Assignment (same as experimental lesson IV)

Summary (same as experimental lesson IV)

Lesson V Experimental Group

Subject: Grade 7 Language

Topic of Lesson: Review - Verb-plus-adverb
Verb-adverbial composite
Prepositional phrase

Objectives

1. To review the prepositional phrase,
2. To review the differences and similarities of the verb-plus-adverb and verb-adverbial composite structures,
3. To compare the prepositional phrases with the other structures used in this unit,
4. To emphasize the clear and concise expression of ideas.

Preparation

1. Complete the comparison chart for the students' notes.
2. Prepare a short quiz.
3. Collect cartoons.

Introduction

Throughout this unit we have been talking about verbs, particles, and prepositions. Today we want to look at the similarities and differences between the combinations of verbs and particles, and verbs and prepositions phrases.

Presentation

Subject Matter	Method
1. Prepositions and preposition phrases (see subject matter lesson IV)	.Review the ways to identify prepositions by using <u>wh-</u> questioning technique.

- | | |
|--|---|
| | <ul style="list-style-type: none"> .Ask students to summarize the methods of identification by giving examples. .Review the ways of identifying the prepositional phrase. .Ask students to summarize the ways of identifying prepositional phrases by giving an example. |
| 2. Similarities and differences of verb-plus-adverb (lesson III), verb-adverbial composite (lesson III), prepositional phrase (lesson IV). | <ul style="list-style-type: none"> .Review the similarities and differences of the verb-plus-adverb and the verb-adverbial composite by playing a game. .Place on the chalkboard a chart with sufficient spaces to show a comparison of structures. |
| 3. Expression of ideas
Student's paragraphs | <ul style="list-style-type: none"> .Motivate with pictures a short conversation using the structures taught in the preceding lessons. |

Conclusion

1. Point out to the students the importance of writing exactly what they mean.
2. Encourage students to reread their sentences to check their intent.
3. Reinforce the idea that effective expression occurs when these structures are carefully selected.

Assignment

1. Complete the writing assignment concerning conversation.

Evaluation

The exercises will be corrected to determine whether the students understood the basic concepts involved in the teaching of the lesson.

Lesson VI Control Group

Subject: Grade 7 Language

Topic of Lesson: Review - Positions of Adverbs
Prepositional Phrases

Objectives

1. To review prepositional phrases,
2. To review positions of adverbs, 1 and 3,
3. To compare prepositional phrases with the other structures,
4. To emphasize the clear and concise expression of ideas.

Preparation

1. Complete the comparison chart for the students' notes.
2. Prepare a short quiz.
3. Collect cartoons.

Introduction

Throughout this unit we have been talking about verbs, adverbs, and prepositions. Today we want to look at the similarities and differences between the combinations of verbs and adverbs, and verbs and prepositional phrases.

Presentation

Subject Matter	Method
1. Prepositions and prepositional phrases (see subject matter lesson V)	.(Same as experimental, but using an inductive method as the model.)

2. Comparison of Structures

1 he ran 3 .

He ran 3 (a hill)

He ran the hill.

- .Discuss the prepositional phrase, the position of the adverb in relation to the position of the preposition.
- .Illustrate the structure on the chalkboard.
- .Place the adverb in position 3.
- .Which of the two structures is a prepositional phrase? Can you verify this?
- .How can you recognize structures which are not prepositional phrases? What are the differences?

3. Expression of ideas.

- .Motivate with pictures a short conversation using the structures taught in the preceding lessons.

Conclusion

1. Emphasize the importance of placing the words in the correct order and position.
2. and 3. (same as experimental group).

Assignment (same as experimental group)

Evaluation (same as experimental group)

Lesson VI Control and Experimental Groups

Subject: Grade 7 Language

Topic of Lesson: Integration of Structures into Writing

Objectives

1. To write sentences expressing ideas clearly and concisely,
2. To write short conversations integrating structures into writing,
3. To write a paragraph.

Preparation

A collection of pictures.

Introduction

This is our last lesson before the final test. Today we are going to write a short paragraph of five sentences. This paragraph will be marked on the basis of the structures we have been studying the last several lessons.

Presentation

Subject Matter	Method
<p>1. Paragraph</p> <p>The day was cool and crisp, but just right for football. "Are you going to turn up at the football practice?" Jim asked.</p>	<p>.Motivate the students by the use of pictures in order to help them choose a topic for their paragraph.</p> <p>.Suggest that they write about one half page including in their writing examples of the structures they studied in this unit.</p>

- .Inform the students that the paragraph must be completed during the period.
- .Ask the students to underline examples of the structures learned during the unit.
- .Write an example of the topic sentence on the chalkboard.

Conclusion

Lesson concluded with the completion of the paragraph.

Assignment

Study for the test.

Evaluation

The paragraph will be corrected to determine whether the students understood the basic concepts involved in the teaching of the lesson.

APPENDIX D

Conceptual Models

Pedagogical Inductive Model

A. Scientific Procedure

1. Tabulate the words that form the content of the experiment.
2. List the words that behave differently.
3. Attempt to frame a hypothesis about the list of words.
4. Test the words.

B. Hypothetical Model Developed from Scientific Procedure

1. Tabulate

x	b	y	a
a	y	x	x
b	a	b	y

Where x = subject

y = direct object

a = verb

ab = verb plus adverb

b = adverb

by = prepositional
phrase

2. List

x	a	b	y
x	a	b	y
x	a	b	y

3. Hypotheses

S \leftarrow x, ab, yS \leftarrow x, a, (y, b)S \leftarrow x, a, (by)

4. Tests

Subject, verb, adverb, direct object

Subject, verb, direct object, adverb

Subject, verb, prepositional phrase

Structural Model

A. Empirical Basis

1. That every language has its own unique system.
2. That the system must be described by examining examples of what is said rather than what ought to be said.
3. That the grammatical system is a discoverable procedure which can be divided into segments and classified.
4. That language is primarily speech.
5. That language has variety.

B. Hypothetical Model Developed from Empirical Basis

Slot Positions

		I	II	III	IV	
Sentence Patterns	1.	x	ab	y		Where x = subject y = direct object a = verb ab = verb plus adverb b = adverb by = prepositional phrase
	2.	x	a	y	b	
	3.	x	a	by		

C. Slot and Substitution Applied to Hypothetical Model

1. He hands over the pen.
2. He flips the pancakes over.
3. He skates over the line.

5. Generalizations

He hands over the pen.

He flips the pancakes over.

He skates over the ice.

Transformational Model

A. Esoteric Basis

1. That a language is an infinite set of sentences.
2. That a grammar is a series of rules which describe as simply as possible how all the sentences in the language can be formed.

B. Hypothetical Model Developed from Esoteric Basis

Whereas 'S' is equivalent to a sentence and 'S' may be written as $x + y$, 'x' will remain constant and 'y' will be developed into a hypothetical model.

Rules: $S \longrightarrow x + y$

$y \longrightarrow A$

$A_1 + x_1 + M$

$A \longrightarrow \begin{matrix} A_2 \\ A_3 \end{matrix} + M + \begin{matrix} x_1 \\ x_2 \end{matrix}$

Where $A_1 \longrightarrow \text{flips}$

$A_2 \longrightarrow \text{hands}$

$A_3 \longrightarrow \text{skates}$

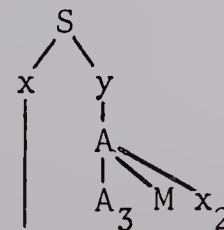
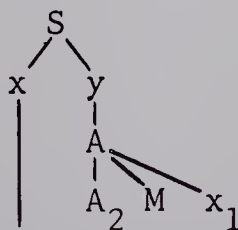
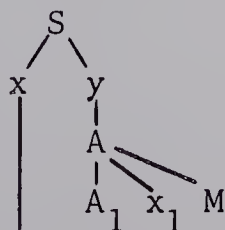
$M \longrightarrow \text{over}$

$x \longrightarrow \text{he}$

$x_1 \longrightarrow \text{the pancakes, the pen}$

$x_2 \longrightarrow \text{the line}$

C. Application of Rules to the Hypothetical Model



He flips the pancakes over. He hands over the pen. He skates over the line.

Pedagogical Deductive Model

A. Properties of Any Equivalence Relation

Reflexive model where

= means 'equivalent to'

≠ means 'not equivalent to'

* means non-English utterance

1. x = He hands over the pen.

y = He hands the pen over.

z = "over" (can be moved with no change in meaning)

2. x = He flips the pancakes over.

y = He flips over the pancakes.

z ≠ "over" (can be moved with no change in meaning)

3. x = He skates over the line.

y = He skates the line over.*

z ≠ "over" (can be moved with no change in meaning)

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